

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3200 S. Lead Flower, Tucson, AZ 85735

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Performing Plus
2003-04	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Victoire Vickroy
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-5
 Web Address : tusd.k12.az.us
 Phone Number : (520) 908-5700
 Fax Number : (520) 908-5701
 E-mail : Victoire.Vickroy@tusd1.org

Mission

School Vision: Banks School Community-Families, Parents, Staff and Students - Is Committed and Dedicated To: Providing a safe and secure environment; Maintaining high expectations for student success; Collaborating and communicating powerfully!

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Banks' School students will demonstrate grade level proficiency in reading, writing and mathematics as measured by the Developmental Reading Assessment (DRA), Saxon Math Assessments and the TUSD Quarterly Assessments.
- ü Banks' School students in grades 3, 4 and 5 will meet the state standards as measured by AIMS DPA
- ü Banks School students will show an increase of a minimum of 5% of students meeting benchmark on the DIBELS assessments, and on the district writing assessments from 1st to 3rd quarter.
- ü Banks School students will show an increase of a minimum of 2% of students meeting benchmark on the quarterly district math assessment from 1st to 3rd quarter.

Enrollment

October 1, 2005 School Year Student Enrollment : 495
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 12

Instructional Programs

- ü Arizona State Academic Standards
- ü Saxon Math Program
- ü Developmental Reading Assessment (DRA)
- ü Literacy Blocks
- ü Character Education Program
- ü Peer Mediation
- ü Academic Interventions/Enrichment
- ü Opening Minds thru Arts (OMA Project)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 35 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Responsibilities to Parents: Procure a safe environment; Provide children's rights' & responsibilities; Provide discipline policy; Review children's progress/needs; Provide the school goals/objectives; Provide school calendar; Inform them of Site Council/committees

Responsibilities to Students: Provide safe environment; Set high standards; Teach standards; Grade-level reading/writing/math; Assessments; Accommodations; Character Ed.; Discipline; Rights/Responsibilities.

Parents

Family's Responsibilities to School: Send the students to school; Provide needed documents; Update home information; Provide students with adequate rest; Report children's absences promptly; Inform school of children's needs; Participate in parent conferences; Respect school norms; Support students'with homework; Participate in school functions.

Transportation Policy

Banks School follows the Tucson Unified School Policies and Procedures regarding student transportation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Increased DIBELS scores - KINDERGARTEN	2006
ü OMA PROJECT SCHOOL	2006
ü Student reporter did article on school for kid's news	2006
ü High positive response to School Quality Survey	2006

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	4704	80010	100	99	99	434	443	447	7	11	10	19	20	18	67	54	53	7	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	2282	38935	100	99	99	432	444	447	6	9	9	22	20	19	69	57	55	3	14	17
Male	36	2422	40974	100	99	98	435	441	448	8	12	11	17	21	18	64	52	52	11	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	43	2729	34545	100	99	99	428	435	432	9	12	14	23	24	24	63	54	53	5	10	9
Asian/Pacific Islander	NC	111	2068	NC	97	99	NC	472	474	NC	5	4	NC	12	10	NC	54	50	NC	29	36
American Indian/Alaskan Native	--	182	3979	--	97	96	--	425	424	--	15	17	--	26	30	--	54	47	--	5	6
White	24	1370	35142	100	99	99	441	462	465	4	6	5	13	12	11	75	57	56	8	26	28
Students with Disabilities	NC	594	10161	NC	94	93	NC	415	419	NC	30	28	NC	27	28	NC	37	36	NC	6	8
Students without Disabilities	68	4110	69849	100	100	100	438	446	451	1	8	7	21	19	17	71	57	56	7	16	19
Limited English Proficient Students	NC	739	14013	NC	98	97	NC	410	413	NC	27	24	NC	35	34	NC	35	39	NC	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	31	2469	39029	100	99	98	433	435	432	6	12	14	16	24	25	74	54	52	3	9	9
Non-Economically Disadvantaged	41	2235	40981	100	99	100	435	451	462	7	9	6	22	16	13	61	54	54	10	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	4701	79438	100	99	98	439	446	451	8	10	9	31	27	24	54	55	56	7	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	2284	38775	100	99	99	446	453	457	6	8	7	25	24	22	61	58	58	8	11	13
Male	36	2417	40560	100	99	97	432	440	446	11	13	12	36	29	25	47	52	54	6	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	43	2723	34297	100	99	98	432	438	434	14	12	14	28	30	31	53	52	50	5	5	5
Asian/Pacific Islander	NC	111	2063	NC	97	99	NC	474	475	NC	4	3	NC	14	15	NC	65	63	NC	17	20
American Indian/Alaskan Native	--	186	3940	--	99	95	--	432	429	--	14	14	--	34	36	--	49	47	--	3	3
White	24	1369	34887	100	99	98	451	465	471	NA	5	4	33	18	15	54	62	63	13	15	18
Students with Disabilities	NC	585	9588	NC	93	88	NC	410	416	NC	30	30	NC	36	32	NC	32	34	NC	3	5
Students without Disabilities	68	4116	69850	100	100	100	444	451	456	4	8	7	31	25	23	57	58	59	7	9	12
Limited English Proficient Students	NC	734	13856	NC	98	96	NC	403	407	NC	29	27	NC	44	43	NC	26	29	NC	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	31	2460	38685	100	98	97	433	437	435	10	12	14	32	30	32	58	53	50	NA	4	5
Non-Economically Disadvantaged	41	2241	40753	100	99	99	444	456	467	7	8	5	29	23	16	51	57	62	12	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	4706	79971	100	99	99	418	420	423	1	7	8	58	43	41	40	48	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	2287	38974	100	99	99	426	432	437	NA	5	5	50	36	33	50	57	57	NA	2	4
Male	36	2419	40895	100	99	98	410	408	410	3	9	10	67	50	47	31	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	43	2724	34481	100	99	99	419	416	410	2	7	10	51	46	46	47	46	43	NA	1	1
Asian/Pacific Islander	NC	113	2067	NC	98	99	NC	438	449	NC	6	4	NC	37	28	NC	51	60	NC	5	8
American Indian/Alaskan Native	--	185	3995	--	98	96	--	414	409	--	9	10	--	43	47	--	49	42	--	NA	1
White	24	1373	35150	100	99	99	410	430	437	NA	5	5	79	38	35	21	54	56	NA	3	5
Students with Disabilities	NC	604	10258	NC	96	94	NC	373	377	NC	22	23	NC	55	51	NC	23	25	NC	1	1
Students without Disabilities	68	4102	69713	100	99	100	421	426	429	1	5	5	56	41	39	43	52	52	NA	2	3
Limited English Proficient Students	NC	741	13985	NC	99	97	NC	378	382	NC	19	18	NC	56	54	NC	25	27	NC	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	31	2467	38994	100	99	98	419	414	409	NA	8	10	58	47	47	42	45	41	NA	1	1
Non-Economically Disadvantaged	41	2239	40977	100	99	100	417	427	437	2	6	5	59	39	34	39	53	56	NA	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	4554	80147	100	98	99	448	474	482	18	13	11	29	20	17	49	48	49	3	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2200	39281	100	98	99	449	475	483	9	11	9	41	22	17	48	48	50	2	19	24
Male	43	2352	40780	100	97	98	448	473	482	28	14	12	16	19	17	51	48	48	5	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	52	2529	33494	100	98	99	442	466	466	21	15	15	33	24	23	46	47	49	NA	14	14
Asian/Pacific Islander	--	109	2103	--	99	99	--	508	515	--	7	4	--	6	8	--	49	44	--	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	33	1383	36122	100	98	99	458	492	501	15	7	5	21	14	10	55	51	50	9	28	35
Students with Disabilities	10	589	10295	100	88	92	NA	439	443	NA	35	33	NA	26	26	NA	34	33	NA	6	8
Students without Disabilities	77	3965	69852	100	100	100	455	479	488	10	10	7	31	20	16	55	50	51	4	21	26
Limited English Proficient Students	NC	669	12722	NC	97	97	NC	439	441	NC	27	27	NC	35	33	NC	34	37	NC	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	56	2431	38371	100	97	97	448	464	465	20	16	15	27	24	23	50	47	49	4	13	13
Non-Economically Disadvantaged	31	2123	41776	100	98	100	448	485	498	16	9	6	32	16	11	48	49	49	3	25	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	4563	79686	100	98	98	454	463	470	17	13	11	26	27	24	53	53	57	3	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2214	39163	100	99	99	463	468	475	7	10	9	27	25	22	61	57	60	5	8	10
Male	43	2347	40438	100	97	97	444	457	465	28	16	13	26	30	25	44	49	54	2	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	52	2525	33299	100	98	98	446	454	452	21	16	17	31	32	32	44	48	47	4	4	3
Asian/Pacific Islander	--	109	2097	--	99	99	--	484	490	--	6	5	--	12	13	--	73	68	--	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	33	1388	35914	100	99	98	464	482	489	12	6	5	21	19	15	64	63	67	3	12	14
Students with Disabilities	10	593	9808	100	88	87	NA	425	432	NA	37	35	NA	32	32	NA	28	30	NA	3	3
Students without Disabilities	77	3970	69878	100	100	100	462	468	475	10	9	8	26	27	23	60	57	61	4	7	9
Limited English Proficient Students	NC	666	12594	NC	97	96	NC	420	422	NC	34	34	NC	47	45	NC	19	21	NC	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	56	2438	38095	100	98	97	456	452	452	18	17	17	20	32	32	61	48	48	2	3	3
Non-Economically Disadvantaged	31	2125	41591	100	98	99	450	475	486	16	9	6	39	23	16	39	59	65	6	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	4592	80372	100	99	99	464	474	475	5	4	4	36	31	30	60	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2219	39452	100	99	99	481	485	488	2	3	3	23	22	22	75	72	72	NA	2	3
Male	43	2371	40836	100	98	98	446	463	464	7	5	6	49	38	37	44	56	56	NA	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	52	2551	33608	100	99	99	459	469	462	6	5	6	35	33	36	60	61	57	NA	1	1
Asian/Pacific Islander	--	110	2098	--	100	99	--	487	500	--	3	2	--	19	16	--	76	75	--	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	33	1388	36213	100	99	99	471	486	489	3	2	2	36	26	22	61	69	72	NA	3	3
Students with Disabilities	10	628	10526	100	93	94	NA	427	427	NA	14	15	NA	53	53	NA	32	31	NA	1	1
Students without Disabilities	77	3964	69846	100	100	100	477	480	482	NA	3	3	35	27	26	65	69	69	NA	2	2
Limited English Proficient Students	NC	674	12747	NC	98	97	NC	426	432	NC	14	12	NC	51	52	NC	34	36	NC	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	56	2454	38521	100	98	98	471	463	461	4	6	6	29	35	38	68	59	55	NA	1	1
Non-Economically Disadvantaged	31	2138	41851	100	99	100	450	485	489	6	2	3	48	26	22	45	69	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	4552	79306	100	98	99	475	496	504	25	16	13	23	23	20	48	47	49	3	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2186	38845	100	98	99	483	496	505	21	14	11	17	24	20	55	49	50	7	14	18
Male	49	2365	40383	100	97	98	469	496	504	29	18	14	29	22	19	43	45	47	NA	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	45	2530	32673	100	98	99	470	485	487	27	19	18	24	27	25	49	45	46	NA	9	10
Asian/Pacific Islander	NC	131	2147	NC	98	99	NC	532	539	NC	5	5	NC	11	10	NC	49	46	NC	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	37	1420	36234	100	97	99	482	517	523	22	8	6	24	16	13	46	51	52	8	25	28
Students with Disabilities	12	573	10286	100	85	91	435	456	462	67	44	41	17	29	27	17	23	27	NA	3	5
Students without Disabilities	79	3979	69020	100	100	100	482	501	510	19	12	9	24	22	18	53	50	52	4	16	21
Limited English Proficient Students	NC	593	10291	NC	96	96	NC	456	458	NC	41	38	NC	32	34	NC	26	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	46	2380	37437	100	98	97	471	484	486	28	20	19	22	26	26	46	45	46	4	9	9
Non-Economically Disadvantaged	45	2172	41869	100	98	100	480	508	521	22	11	7	24	18	14	51	49	51	2	21	27

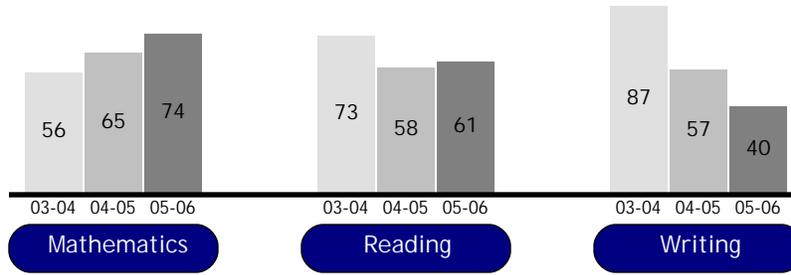
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	4596	79000	100	99	98	475	483	489	11	11	10	33	28	24	53	54	58	3	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2204	38774	100	99	99	485	488	494	10	7	7	24	27	22	62	57	61	5	8	10
Male	49	2391	40150	100	98	98	467	479	485	12	14	12	41	28	25	45	53	55	2	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	45	2553	32508	100	99	98	471	473	472	9	13	15	42	34	33	47	49	49	2	4	3
Asian/Pacific Islander	NC	134	2142	NC	100	99	NC	503	510	NC	3	4	NC	21	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	37	1435	36135	100	98	98	479	503	508	14	6	4	24	17	14	57	64	67	5	13	15
Students with Disabilities	12	617	9991	100	91	88	434	442	449	50	38	33	33	37	36	17	24	29	NA	2	2
Students without Disabilities	79	3979	69009	100	100	100	482	489	495	5	7	6	33	26	22	58	59	62	4	8	10
Limited English Proficient Students	NC	604	10199	NC	97	95	NC	439	439	NC	34	35	NC	47	47	NC	18	18	NC	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	46	2403	37234	100	98	97	467	472	472	13	14	15	41	34	33	43	49	50	2	3	3
Non-Economically Disadvantaged	45	2193	41766	100	99	99	483	495	505	9	8	5	24	21	16	62	60	65	4	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	4607	79611	100	99	99	489	500	496	8	5	7	41	36	37	52	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2206	39016	100	99	99	511	514	511	NA	3	4	33	26	29	67	70	66	NA	1	1
Male	49	2400	40519	100	99	98	470	488	482	14	7	10	47	44	44	39	48	46	NA	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	45	2557	32855	100	99	99	486	495	481	9	6	10	47	39	43	44	55	47	NA	0	0
Asian/Pacific Islander	NC	134	2149	NC	100	100	NC	524	519	NC	2	4	NC	28	24	NC	69	70	NC	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	37	1445	36380	100	99	99	489	510	511	8	4	4	32	29	30	59	66	65	NA	1	1
Students with Disabilities	12	643	10664	100	95	94	442	442	440	25	20	23	67	57	54	8	22	22	NA	1	1
Students without Disabilities	79	3964	68947	100	100	100	496	509	504	5	3	4	37	32	34	58	64	61	NA	0	1
Limited English Proficient Students	NC	609	10362	NC	98	97	NC	448	438	NC	17	22	NC	58	57	NC	25	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	46	2415	37626	100	99	98	481	492	479	9	6	10	50	41	45	41	52	45	NA	0	0
Non-Economically Disadvantaged	45	2192	41985	100	99	100	497	510	511	7	4	4	31	30	30	62	65	65	NA	1	1

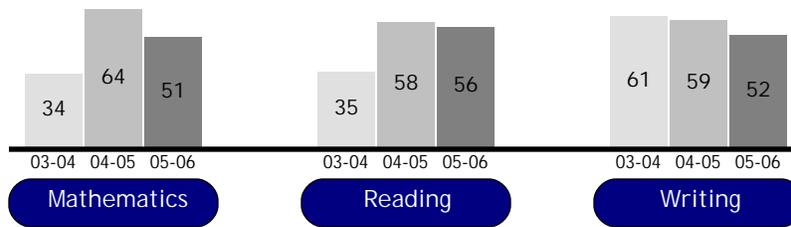
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	49	NA	58	100	37	43	47	100	32	44	46
	Language	97	40	45	50	100	32	42	47	100	34	44	48
	Mathematics	96	63	56	64	100	53	48	50	100	39	50	52
3	Reading	98	47	NA	55	97	38	41	44	100	34	43	46
	Language	98	51	56	61	97	37	40	44	100	35	43	46
	Mathematics	96	46	53	61	97	42	47	51	100	46	48	52
4	Reading	100	34	NA	56	99	45	43	48	100	34	46	52
	Language	100	33	45	52	99	43	44	49	100	43	48	52
	Mathematics	100	40	50	61	99	51	48	53	100	39	52	58
5	Reading	100	37	NA	55	100	41	46	50	100	46	50	56
	Language	98	30	41	49	100	41	46	50	100	41	50	54
	Mathematics	100	45	53	63	100	41	45	49	100	37	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Abide By/Amend Constitution/Bylaws
- Ü Approve School Events' Calendar
- Ü Approve Student Accountability Plan
- Ü Approve K-3 Budget
- Ü Charge & Abolish All School Committees
- Ü Attend All Meetings

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	5.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	13	0	0	0
7 to 9 years	3	3	0	0
10 or more years	3	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	1
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	100%

Resources Available at School Site

Special Facilities

- Ü Music Room
- Ü Media Center/Library

Extracurricular Activities

- Ü Pima County After School Program
- Ü Girl Scouts
- Ü Boy Scouts

Social Services

- Ü After School Care
- Ü On Site Part-time Counselor
- Ü Health Office
- Ü TUSD Clothing Bank

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü 100% of the classroom teachers K-5 implemented daily teaching of Harcourt Literacy Blocks and Saxon Math. Intervention provided for those students below grade level, and enrichment provided for those at or above grade level.
- ü Banks students were assessed quarterly in areas of math, science, writing. Students in K-3 also given DIBELS assessment.
- ü Opening Minda thru Arts implemented at Banks. Intergration of music into achievements. Teacher collaboration with Arts Integration Specialist.
- ü Expansion of volunteer program -- interface with retirement community adjacent to school.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	96	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Banks School has established a safety committee, limited adult access and stringent check out procedures of children. Banks School teaches character education and the steps for conflict resolution. Banks' teachers have class meetings to develop a sense of community and to give students a voice in the classroom setting. District Guidelines are consistently used. Handbook was refined and distributed with Principal class meetings at beginning of school year. Drills conducted monthly for safety.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

14

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Lillian Norris	(520) 908-5700
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Southwest Family Resource & Wellness Center	(520) 908-3980
School Nutrition Programs	TUSD Food Services	(520) 225-4700
Parent Organization	PTA/Stacey DeLilse	(520) 908-5700
Student Health/Nurse	Chuck Zang - Health Assistant	(520) 908-5717

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.